

Linkages Between Social Entrepreneurship and Youth Unemployment: The Search for Socio-Economic Opportunities in A Developing Country

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Though several philanthropic activities are unable to meet the desired expectations in terms of youth opportunities, it is assumed that social entrepreneurial activities and social enterprises are likely to create opportunities for the youth. The positive impact of social entrepreneurship on socio-economic challenges is well documented. In the global context, there is the tendency to develop social entrepreneurship in developing countries including South Africa for constructive contributions to unleash several opportunities to stimulate youth development. The primary objective of this paper is to highlight socio-economic contributions of social entrepreneurship in developing countries. Additionally, the results are aimed to ascertain definite theoretical knowledge about contributions of social entrepreneurship and social enterprises to youth unemployment in developing countries. To ascertain the set objectives, a qualitative survey approach was utilised to collect data for analysis. Purposive sampling tool was employed to source transcripts through interviews and focus group discussions were performed aided by content analysis for meaningful information out of raw dataset. Key repeated items that emerged throughout the interviews as well as the focus group discussions include 'social enterprises', 'innovation', 'creative innovation', 'social entrepreneurs', 'non-profit ventures', 'welfare', 'opportunities', 'poor communities', 'social value creations', 'social impact' and 'marginalised societies. The author proposes a conceptual framework to illustrate the socio-economic contributions of social entrepreneurship in providing opportunities.

Keywords: *Social enterprise, social entrepreneurs, developing countries, socio-economic issues, social entrepreneurship, youth unemployment*



Introduction

South Africa is made of youthful population. Recent report by Statistics South Africa (2016) revealed that in South Africa 50% of the general population are the youth who are less than 35 years. However, the youth bear the brunt of not able to seek employment in the labour market; as such the youth unemployment rate of 37.5% making the country as an unequal in the global context. There has been significant increase in socio-economic challenges in South Africa over the years. However, the level of poverty has decreased, increased in inequalities and high poverty records since the advent of the 1994 new dispensation (Bhorat, 2009). The World Bank Report (2017) add that South Africa experienced GDP growth figures reduced to 0.4% in contrast to 1.3% in 2015 financial period. Besides, similar study revealed that during the first quarter of 2017, unemployment figures in South Africa surged to 27.7% as a vital stumbling block in reducing inequality and poverty levels (World Bank, 2017).

Unemployment figures in South Africa is still on the increase. Scientific evidence has revealed that the younger population of South Africa are without employment opportunities. Hence, it has become apparent to embark on social entrepreneurship research to unearth the reasons for lower penetration rates into societal entrepreneurial activities among the South African youth. Based on recent scientific data by Quarterly Labour Force Survey Q 1 (2014), there is high women unemployment 27% in companies to 23.7% among the male population country wide. In general, South African youth in the age bracket ranging from 15 to 24 years' unemployment experiences. Besides, the rate of unemployment stood at 29.5% for older South Africans in the age brackets between 25 to 35 years. This result is consistent with the growing youth unemployment challenges. A further confirmation of the reasons for high youth unemployment. More revelation in a similar study stated that the youth in South Africa lack the necessary primary education which leads to long-term unemployment level that is likely to result to negative career consequences (Scarpetta, Sonnet & Manfredi, 2010).

Empirical data further showed that in South Africa the youth and women population were the hardest hit by the scourge of unemployment; hence the general belief why there is minimal attempt by the youth to pursue social entrepreneurial activities for socio-economic prosperities. The level of minimal participation in social entrepreneurship as revealed by Herrington, Kew and Kew (2010) was explained to be the result of multiple issues such as "*general lack of social awareness*", unequal system of education and lack of adequate personal confidence.

Poor youth unemployment data in South Africa further outlines the growing concern to the extent to which social entrepreneurship provide employment opportunities to the youth. Previous study in South Africa indicates that educational achievements does not give automatic employment avenues to the youth due to labour market constraints (Mlatsheni & Leibbrandt, 2011). The author believes that through social entrepreneurship South African youth could be active participants in the economy. Youth participation in South Africa's entrepreneurial activities is at its lowest (Herrington et al, 2010). Further scientific evidence from the research stated various factors such as low educational achievement, lack of social awareness and



inability to display high confidence are the contributors to the poor desire to pursue entrepreneurship. In line with the notion of high youth unemployment, this article is designed to determine the role of social entrepreneurship in job creation to encourage your participation in economic activities. Besides, this research seeks to understand the depth of social entrepreneurship to contribute positively to youth economic participation. This paper intends to contribute to existing scientific knowledge on social entrepreneurship and its abilities to provide opportunities to the youth.

This study defines social entrepreneur as the owner of a social enterprise who participates in social activities to fulfil social gaps for solutions to social challenges (Galera & Borzaga, 2009). The underlining problem for social entrepreneurs lies in their inability to identify opportunities through social entrepreneurial activities. The overall dilemma for the youth, however, has been the inability to identify and pursue opportunities. Thus, the guiding research question was what are the contributions of social entrepreneurship in developing countries? To provide answers to this question, this research paper is designed to formulate a conceptual framework to stimulate opportunities for the youth through related concepts. The paper emerged with a predictive conceptual framework that leads to opportunities.

The present article is structured as follows: Initial review focuses on scientific evidence of social entrepreneurship with primary aim to understand its socio-economic contributions to providing opportunities. The next locates key theories on socio-economic benefits of social entrepreneurship. Multitudes of scientific definitions regarding social entrepreneurs are outlined while further literature review other aspects that highlight definitions and contributions of social enterprises.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This qualitative study was based on the empowerment theory which draws on creating human behaviour in search for opportunities to enhance transformation (Delp, Brown & Domenzain, 2005). According to the theory, the main thrust of the theory is the development and advancement of human freedom to build relationships (Robbins, Chatterjee & Canda, 1998). Empowerment theory as explained by Naidoo (2015) emphasise on individuals' contributions towards societal changes and subsequent improvement. This empirical study therefore postulates that social entrepreneurship and social enterprises can create opportunities that stimulates youth employment opportunities in rural settings through creativity and innovation. As such, the primary focus of the study is to determine the depth of opportunities that social enterprises are able to create to solve community concerns.

LITERATURE REVIEW

Working definitions of Social Entrepreneurship

Social entrepreneurship differs in meaning thus it lacks the consensus (Light, 2010; Ribeiro-Soriano & Castrogiovanni, 2012). Social entrepreneurial activities relate primarily to a non-profit entity in search of funding plans and other options to establish societal values to the



benefits of various communities (Austin, Stevenson & Wei-Skillern, 2006; Boschee, 1998). Put simply, social entrepreneurship entails several activities that combines social values besides business related tasks earmark for the development of economic potentials aim at creating values for social benefits (Mair & Marti, 2006). Further scientific evidence however revealed that any activity through social entrepreneurship could be the result of entities that are labelled as “*non-profit businesses*” (Austin et al, 2006). Considering the growing inherent tasks of making available social benefits, social entrepreneurship could be labelled as “*an individual-level human-centred*” concept (Brackertz, 2011). Apart from being a non-profit business, other researchers are of the opinion that several tasks that are performed under the umbrella of social entrepreneurship could be either business or commercial activities (Sagawa & Segal, 2000). While the social entrepreneurship is more than offering services to civil societies (Visser, 2011), further empirical research found that the sector is also acknowledged for reshaping the public-private entities including NGOs (Ngonini, 2014).

Though social entrepreneurship is a multidimensional construct, it is argued that societal value creation is important since the social enterprises remains very pro-active, acquire innovative skills and be able to manage the inherent risks (Weerawardena, McDonald & Mort, 2010). In spite of these, the researchers suggest that in the broader context social entrepreneurship undertake activities besides other related processes in addition to different skills such as to define, to discover and exploit opportunities for the enhancement of creating social wealth through activities of social enterprising (Zahra, Gedajlovic, Neubaum, & Shulman, 2009). Haugh (2005), Mair and Marti (2006) in a research paper argued that there are different constraints within the environment that impact adversely on social entrepreneurial activities. One of the critical constrains include access to funding (Munoz, 2009).

Based on the behavioural theory, social entrepreneurship features three vital elements (Fayolle & Gailly, 2004; Souitaris, Zerbinati & Al-Laham, 2007; Ajzen, 1991). These elements according to the article include personal attitude, social norms, and personal behavioural control. The theory continues to outline personal attitude as the focus of individual beliefs in search of self-employment opportunities. This implies the depth at which individuals display good or poor judgement regarding own establishment in contrast to working for an employer. Other elements such as social norms entail social pressure. For instance, the unmet communities’ needs to determine whether the needs were successfully accomplished or otherwise. The element of perceived behaviour control takes into cognisance several difficulties in pursuing certain behaviours. Thus, behaviour control is perceived as the ability to develop individual’s behaviour as a social entrepreneur.

The evolution of social entrepreneurship is largely associated with non-governmental activities such as charitable entities, community welfare and other developmental projects (Brouard & Larivet, 2010). The rising unemployment episode and economic growth decline coincides with the advent of social entrepreneurship in the twentieth century (Borzaga & Defourny, 2004). Further definition by researcher adds that social entrepreneurship drives businesses and address social concerns (Noruzi, Westover & Rahimi, 2010); thus, generating large scales drive that



impact on general the well-being, education and housing initiatives (Dees, 2007; Urban, 2008). Social entrepreneurship can address social challenges that private entities or the government are unable to solve (Fowler, 2000; Seeles, Mair, Battilana & Decin, 2011), while it is globally acknowledged for its ability to serve as alternative to fighting poverty and stimulate economic and social benefits (Joshi, Tiwari & Joshi, 2007).

Social entrepreneurship according to scientific evidence focuses on shifting societal events within communities since the 1960s and 1970s (Gray, 2012).

Socio-economic insights of social entrepreneurship

Social entrepreneurship according to a study is very essential to strengthening the socio-economic challenges to resolve social abnormalities (Littlewood & Holt, 2015; Visser, 2011). In South Africa similar to other developing countries, the central government is unable to provide for the social needs of the entire population. As such, social entrepreneurial activity continues to play basic developmental roles through the provision of social needs such as creating economic and employment securities (Littlewood & Holt, 2015; Rivera-Santos, Holt, Littlewood & Kolk, 2015). Aside being the generator of employment opportunities and the providers of socio-economic needs, research have shown that social entrepreneurship identifies, evaluate and exploit market-based activities (Bacq & Janssen, 2011).

In the global context, social entrepreneurship serves less than 4% of the global working population. In South Africa similar to other developing countries, social entrepreneurship features mostly in middle-income countries as well as highly industrialised tools amidst grave inequality and growing lack of youth unemployment (Bosma, Schott, Terjesen & Kew, 2015). In a related study, the authors made further revelations through The Global Entrepreneurship Monitor Report that under 2% of the adult population in South Africa pursue social entrepreneurial activities. Thus, more need to be done to stimulate the social entrepreneurial activities and to strengthen extant support system to become social entrepreneurs. In light of these, social enterprises are far from mainstream economic platforms and continue to struggle in search of potential resources to establish positive impact on marginalised communities (Steinman & Van Rooij, 2012). According to Karanda and Toledano (2012), social enterprises provide localised opportunistic favours with high community-level assistance to solve social concerns with the view of generating social values.

As suggested by Urban (2008), social entrepreneurship within the South African context as a developing country is much suitable for the younger generation. Gem Report (2009) argue that in South Africa majority of male with high-school educational achievements and above with age variation between 25 to 44 years. The study further stated that unfortunately most of the social entrepreneurial activity are found primarily in urban localities. Past study in 2009 commissioned by the Global Entrepreneurship Monitor (GEM) Report indicate that the early-stage social enterprise activity amounted to 1.8% like the average rate within 49 countries. The study indicates that South Africa ranking in terms of various related activities of social enterprising is very minimal in contrast to other sub-Saharan African countries. For instance,

in Uganda social enterprise activities are higher at the rate of 2.2% as compared to similar activities in South Africa.

Unlike corporate entrepreneurship, the key differentiator of social entrepreneurship is its ability to drive social values does not benefit shareholders (Austin, Stevenson & Wei-Skillern, 2006). Scientific evidence supports the notion that social enterprises are creators of social values while commercial activities generate profits. This implies therefore that any form of success by social enterprises can be based only on the depth of social values that are created. Commercial firms lack the capacity to generate social values instead these firms are known for significant profit margins. Social entrepreneurs on the other hand, are acknowledged for their capacity to pursue clear social mission which impact their abilities to access opportunities thus are more into social value generation more than wealth creation (Dees, 1998).

Additional study by Mair and Marti (2006) revealed that social entrepreneurship is likely to operate for the purpose of making profit not-for profit motives. Thus, social entrepreneurship depends largely on specific business model based on unmet social expectations that are addressed through social enterprises. Yet, social entrepreneurship and the entrepreneur bear no similarities because of financial gains (Martin & Osberg, 2007). The only common element of entrepreneur and social entrepreneurs are the abilities to identify opportunities and to follow innovative solutions and vision. The two distinctions between the entrepreneur stems from the fact that value proposition is associated with social entrepreneur while the entrepreneur is known to pursue economic values across markets with the view to purchase for shareholders' products and services.

Social enterprises

In line with its complex nature, of social enterprises are structured to solve varying problems within the social settings and generate revenues to become sustainable. As such, social enterprises are perceived to utilise "*socio-economic model*" that strengthen the socio-economic fabrics of both the developed and developing countries (Littlewood & Holt, 2015; Visser, 2011). However, Watters, Willington, Shutte and Kruh, (2012) argued that though social enterprises are very innovative, implementing ideas is problematic even if the ideas found ideas contributes to societal development. Positive research emerged that social entrepreneurs pursue the development of new service innovations in addition to service delivery systems (Haugh, 2005). Similar study by Okpata and Halkias (2011) add that social entrepreneurs apply innovative knowledge in developing newer models, break fresh grounds and to access disadvantaged communities.

Scientific evidence regarding enterprises in developing countries remain scarce (Mair, Marti & Ventresca, 2012; Elkington & Hartigan, 2008). Despite the low research evidence, social enterprises are seen as primary vehicles that solve the institutional gaps such as empowering communities and creating social changes across developing countries (Haugh & Talwar, 2014; Datta & Gailey, 2012). According to Doherty and Thompson (2006), social enterprises are vital establishments that draws business related responses to solve societal problems. The



researchers add that the overall social responsibilities depend mainly on enterprise. These responsibilities include the creation of community benefits through assets and wealth, inability to distribute surpluses, profits and the broader workforce plays significant roles in making governance decisions. Social enterprises across developing countries bear closer relationships to different entities such as the NGOs and recently to others including profit-making entities that takes care of lower income groups (Mair & Marti, 2006; Datta & Gailey, 2012).

Further study indicated that the business model aims to utilise practical business process in solving social issues with emphases on set measurement outcomes. Generating job opportunities is another significant aspect of social enterprises as these entities offer training and employment opportunities to disadvantage communities across the overall population. According to Bailey (2012), ability by individuals to be alert inspires them to pursue opportunities. Motivation through events and other factors to push the youth into pursuing social entrepreneurial activities as a critical career path.

Social entrepreneurs

Social entrepreneurs' emphasis the issues of value creation among communities. However, it can as well constitute other activities to earn income (Mair & Marti, 2006). Reliance on creativity by social entrepreneurs cannot be without notice since social entrepreneurs need to be creative and more innovative for a breakthrough in product development to stimulate changes to meet societal needs. One of the primary sources of economic growth according to traditionalists is the vital role of innovation plays in providing values within the economy (OECD, 2011). Utilising social innovation seems to be a huge challenge and costly due to difficulties in sourcing and mobilising shareholders to solve social concerns. In spite of these concerns, it is eminent that social innovation has become the new strategic norm, ideas as well as the primary concepts that is in line with social needs (Badu, Pinstrup-Andersen (2007). Nonetheless, the application of creativity is paramount to innovative ideas. Social innovation on the other hand provides sufficient well-being of individuals and communities through better consumption patterns and employment (OECD, 2011).

Methodology

Given the primary objective, this paper was designed to access in-depth understanding of the socio-economic opportunities of social entrepreneurship. The author employed interpretive and interactive research approach as qualitative strategy (Lunt & Livingstone, 1996). Two qualitative data gathering tools such as semi-structured interviews (SSIs) and focus group discussions (FGDs) were deemed suitable since these tools serve to be the common enabler to richly explore the socio-economic contributions of social entrepreneurship. Justifications for utilising qualitative tool was that these approaches were able to identify, interpret and share various experiences within specific natural research climate for solutions (Creswell, 2015; Cohen, Manion & Morrison, 2002). This study was designed in a systematic, very interactive as well as using approaches that were subjective enough to provide in-depth descriptions of participants' experiences (Burns & Grove, 2013; Newby, 2010). The research approach used



entails an investigative strategy that offer support to the researcher to embark on primary assumptions for insights into the research phenomenon (Myers, 2009).

Target population and sampling

This study is qualitatively designed. The target population used in the study consists of social entrepreneurs as well as selected unemployed youth. In total, the author targeted 20 social entrepreneurs and 25 unemployed youth across the research setting. Majority of the social entrepreneurs and the youth obtained adequate educational qualifications. The age characteristics of the youth ranges between 21 to 35 years of both genders. However, the bulk of the youth comprises of males' participants. Purposive sampling technique is used to source participants from the target population. As suggested by (Dolores & Tongco, 2007) this technique is highly justified as the author showed interest in the informants with deeper insights of the concepts of social entrepreneurship and issues of unemployment. Out of the total population, the author decided to utilise a sample of 15 social entrepreneurs and 18 unemployed youth.

Qualitative instrumentation

This study follows qualitative and interactive research approach. As such, a SSIs guide consisting of two main levels of question formats were used. The author employed questions designed to provide solutions to the primary themes in additions to follow-up questions. Primary themes lead to the main research content while the author asked questions designed to achieve the primary themes (Astedt-Kurki & Heikkinen, 1994). All the primary themes were orderly designed from progressive used as "*ice-breaker*" and to relax the research climate during the interview process (Cridland, Jones, Caputi, & Magee, 2015; Rabionet, 2011; Krauss, Hamzah, Omar, Suandi, Ismail & Zahari, 2009). Subsequent follow-up research questions were applied by the author for a comprehensive and easy understanding and to lead participants' conversation to the subject under discussion (Baumbusch, 2010; Turner, 2010). The primary goal was to maintain sufficient interview flow processes for maximum and accurate information (Whiting, 2008; Turner, 2010; Rabionet, 2011).

Questions outlined in the interview guide were designed to provide enough conversation to the topic (Krauss et al, 2009; Cridland et al, 2015). Besides, the interview guide describes every question to enrich the dataset by participants (Turner, 2010). Hence, the participants were able to give answers that reflect stories and personal views and feelings (Rabionet, 2011; Turner, 2010). Furthermore, the author ensures that most questions in the interview guide stimulates participants to provide optimal descriptions solutions by posing questions with the words such as "*who*", "*what*", "*how*" and "*when*" (Chenail, 2011) while in few instances questions commence with "*why*" (Turner, 2010).

The questions in the interview guide undergone rigorous testing to make informed alterations and changes for quality data collection improvement (Chenai, 2011; Barriball & While, 1994). The author performed internal testing to remove unclear and incorrect questions in order to

highlight personal bias (Chenail, 2011; Barriball & While 1994). To ascertain the appropriateness of the interview guide, the author approaches few participants and rehearse the questions with them to determine participants understanding of some questions.

Data collection procedures

A thorough planning was done considering two approaches namely SSIs and FGDs to gather sufficient data. SSIs enable the researcher to provide encouragement to participants to provide adequate information (Cooper & Schindler, 2014) while other researchers define focus group as '*group interview which consists of the meeting of a small group of people (usually between six and 12 people) and a facilitator, who is often also the researcher*' (Strydom & Bezuidenhout, 2014). Preparations involved splitting the participants into various groups for easy access. Two separate interview groups were arranged and conducted with the participation of selected social entrepreneurs. The first group of participants consisted of social entrepreneurs with working experience of less than 5 years while the second group acquired over 10 years of business skills and insights.

To ensure data collected were properly analysed and reported, the group of participants were divided into uneven clusters with specific pseudonyms. The first and second group of participants were labelled "*SeA* and "*SeB*" respectively. Three working days per week was identified and agreed to interview the participants. Each group was allocated six days in two weeks to contact and collect field data from the participants in the business premises of the selected social entrepreneurs. The social entrepreneurs were only interviewed between 12:00 and 1:30 pm as scheduled. Prior to the commencement of the interviews, the author briefly introduced himself and the primary rationale of the interview to participants (Whiting, 2008). The setting arrangements involved comfortable distances between the author and participants to ensure easy access of information from participants (Josselson, 2013). During the interview process, the author took notes of participants' responses in addition to audio recording of responses of each participant while encouraging the participants throughout the process to share information in simple words (DiCicco-Bloom & Crabtree, 2006). In order to encourage sufficient flow of information, the author listen to participants and carefully directed the interview process using suitable probes and prompts (Qu & Dumay, 2011).

Participants in the FGDs were unemployed youth from the research setting. This group of unemployed youth was divided into three clusters of six participants in each group (Gibbs, 1997). The aim of using FGDs was twofold; initially to source in-depth empirical information and to allow the author to interview as many participants as possible in a systematic process for speedy results of economic values (Babbie, 2011). These participants were labelled as follows; FGDs A, FGDs B and FGDs C respectively. The participants were fairly educated with background knowledge of social entrepreneurship. During the FGDs, the author selected one member from each group as a key moderator (Kamberelis & Dimitriadis, 2005). This was to ensure that the moderator ideas influence group dynamics; thus, impacting on participants' responses and increase suitable honest answers. The author engaged the youth during a FGDs

which took place in one of the community halls after the necessary permission from the local authorities. The focus group sessions were in groups of three labelled as FGDs A, FGDs B and FGDs C. Each group was interviewed over two consecutive days for 45 minutes while maximum care was taken by the author to ensure the environment remained uninterrupted for conducive FGDs.

During each FGDs the author commenced the process by thanking the youth for willingness to provide data. However, no incentives were provided to participants during the entire periods. Similar to SSIs, the FGDs mainly focused on key questions on innovation, welfare, opportunities, creative innovation, non-profit ventures, social impact, poor communities, marginalised societies and social enterprises. As the discussions progressed, the author was particular in guiding every interaction. In most instances, the FGDs involved the introduction of specific questions followed by continuous moderation of the FGDs while probing participants' views and attitudes for expanded solutions (Gray, 2014). In order to acquire sufficient and rich post-interview content analysis, the focus group proceedings were tape recorded.

Qualitative data analysis

This qualitative study describes data analysis as a research approach that changes raw dataset into credible information (OECD, 2013). Soon after collecting the empirical data from participants, differences, commonalities, patterns and similarities were identified via thematic analysis (Vaismoradi, Turunen & Bondas, 2013; Guest, MacQueen & Namey, 2011). Based on past scientific evidence by Leedy and Ormrod (2013), the author used qualitative content analysis (QCA) to make available a comprehensive appraisal of empirical data sourced from participants to identify themes or possible preconceptions. Two main techniques namely SSIs and FGDs were used throughout the data collection processes. From the outset, the author employed hand-coding approaches thus it was easy to identify themes that frequently emerged from the dataset (Henning, Van Rensburg & Smit, 2004). Next, participants' dataset were analysed through a deductive coding system drawn on extensive literature review. Both the SSIs and FGDs processes were tape recorded followed by adequate transcription (Creswell, 2015). The following Tesch's (1990) technique of empirical data hand-coding and categorisation was applied.

- Rigorous reiterative reading of dataset
- Extraction of relevant meaning from data
- Provide credible thoughts and themes

According to Tesch's approach, similar topics should be clustered, arrange topics into major and unique topics. Besides, the topics should be repeated and abbreviated in the form of codes, perform a thorough re-analysis and identifications of new codes as they surfaced. Lastly topics identified are put into categories. Reduction of themes by categorisation of similar themes.



Trustworthiness

Every scientific research finding is expected to be trustworthy. Empirical data for this study was qualitatively designed. As such, triangulation was conducted by individuals during the SSIs and FGDs whereby literature of several yet relevant topics served as supplement to information collected. SSIs were conducted with 15 social entrepreneurs and 18 FGDs in three groups showed enough verification of the literature on social entrepreneurship as provider of opportunities since several of the literature provided similar information. Furthermore, the author kept an audit trail such as transcripts from audio recordings, interviews, themes, and sub-themes were kept and stored. The final findings were bias-free as the research method was scrutinised by experts. To ensure authenticity of information the author performed thick research descriptions of the research settings, participants, and deliberate utilisation of participants' verbatim quotes (Polit & Beck, 2012).

Research findings

The central objective of this paper is to highlight the socio-economic contributions of social entrepreneurship. QCA was applied to identify themes and sub-themes for meaningful contributions from the empirical dataset (Braun & Clarke, 2006). Frequent themes that emerged from SSIs and FGDs include 'social enterprises', 'innovation', 'creative innovation', 'social entrepreneurship', 'non-profit ventures', 'opportunities', 'poor communities', 'social value creation', 'social impact' and 'marginalised societies. In total eleven themes were noted from individual quotations by the youth and social entrepreneurs. However, majority of the youth repeatedly mentioned 'opportunities', 'social values', 'creation' and 'welfare'. For in-depth clarification, table 1 below illustrates emerging repetition of themes as well as the quotes stated in verbatim with minimal alterations. These were accomplished to reflect the exact meanings attached to participants' responses during the SSIs and FGDs. The quotes in the table below are from group of social entrepreneurs labelled as 'SeA' and 'SeB' and participants from the focus group referred to as "FGDs A, FGDs B and FGDs C".

Table 1: Themes, categories and quotes during SSIs and FGDs

Themes	Categories	SSIs & FGDs Quotes
Social enterprises	<ul style="list-style-type: none"> • Community-based firms (CBFs) • Credit union, • Non-government organisation • Social firms • Fair trade 	<p>‘Through social entrepreneurial activities we are proud to assist and care for communities’ (SeA participants).</p> <p>‘We are the youth willing to change our communities once given the chance-job opportunities’ (FGDs B participants).</p> <p>‘We offer hope, opportunities and unionised role players’ (SeB participants).</p> <p>‘Being one of the NGOs make these firms very responsible without profit; we mindful to assist communities’ (SeA participants).</p> <p>‘Extreme happiness, credibly known at community levels and success; that’s our trade mark’ (SeB participants).</p> <p>‘We need some social engagement opportunities to support communities’ (FGDs A participants).</p>
Social Innovation	<ul style="list-style-type: none"> • Incremental • Disruptive • Radical • Employee innovation based 	<p>‘Entrepreneurs own social enterprises that could be used to innovate and create new services and even job opportunities’ (SeA participants).</p> <p>‘New innovation of any form means more demand for labour. That’s where the youth are in demand to put technologies to use’ (FGDs B participants).</p> <p>‘We own enterprises that are innovative enough through technology; we need fresh knowledge’ (SeB participants).</p> <p>‘As we adopt innovative tools that are radical, our entities are able to perform.....tasks that were impossible in the past meaning breakthrough measures’ (SeB participants).</p>

		<p>‘Our entities use all disciplinary approaches to align community projects to achieve solutions at reduced costs improve efficiency’ (SeA participants).</p> <p>‘Our businesses are known to be radical in transformation’ (SeA participants).</p> <p>‘All that we are hopeful of something of Rumie assistance- disruptive technology for opportunities’ (FGDs C participants).</p> <p>‘In many ways through disruptive marketing tools we are able to shift into newer technologies for marketing benefits’ (SeB participants).</p>
Creative innovation	<ul style="list-style-type: none"> • Creativity • Imagination • Value creation • Visionary 	<p>‘The establishments give social help to communities; very creative and offer values’ (FGDs B participants).</p> <p>‘We need empowerment tools, jobs and opportunities’ (SeA participants).</p> <p>‘Because we are imaginary, we drive and promote communities to transform’ (SeB participants).</p> <p>‘All that we are asking is the chance to add values to marginalised societies’ (FGDs A participants).</p> <p>‘.....in a way we visualise deeper into the future’ (SeB participants).</p>
Social entrepreneurship	<ul style="list-style-type: none"> • Community project • Cooperative • Social enterprise • Social purpose business 	<p>‘Establishments that are socially rooted; we are for cooperation with communities not for profits’ (FGDs C participants).</p> <p>‘We need support and opportunities’ (FGDs participants).</p> <p>‘We are able to create values for communities; empower youthful communities with no costs’ (SeB participants).</p> <p>‘The youth in communities are on the edge eager for opportunities for</p>



		jobs to serve communities at a token; (FGDs participants). ‘We create values and opportunities in communities; problem solving tools like creating community-based cooperation’ (SeA participants).
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Research findings

This study reveals some intersection of job opportunities and social entrepreneurship literature in combination of social enterprises and social entrepreneurs. The paper gives account of conceptual framework of social entrepreneurship in providing job opportunities in several areas. Results thus far, showed that several contextual factors drive employment opportunities. Factors such as opportunity search, welfare, innovation, creative innovation could play supportive roles in availing job opportunities to the youth. Activities of social enterprises in developing countries as drawn from the findings that demonstrates social enterprises has the capacity to empower societies and solve problems. The findings are presentations that are drawn on various themes and subthemes. Individual quotes during the SSIs below demonstrates the participants’ outlook.

‘We can create values for communities empower youthful communities with no costs’ (SeB participants).

‘Through social entrepreneurial activities we are proud to assist and care for communities’ (SeA participants).

‘We are the youth willing to change our communities once given the “space” through job opportunities’ (FGDs B participants).

The quotes above reveals the general understanding of key stimulants of social enterprises in creating opportunities for the youth. Though the main drivers of social enterprises are not clearly tested, there is the possibility that social enterprises create job opportunities. It can therefore be concluded that the views expressed by participants point to the fact that given the necessary resources, social enterprises could provide jobs and support poorer communities.

To determine the linkages between social entrepreneurship and employment opportunities, the participants were expected by the author during the SSIs and FGDs to articulate the avenues of job opportunities through social entrepreneurship and social enterprises accorded marginalised societies in reference to youth unemployment. Drawn on the concept of innovation and sub-themes such as incremental, disruptive, radical and employees-based innovation. For better insights the author unpacked these items below.



Social innovation

Interview discussions among the various research clusters echoed the sentiments that social enterprises pursued innovative techniques to disrupt varying activities for changes. The sentiments expressed below are from participants based on different contributory themes and sub-themes.

‘Entrepreneurs own social enterprises that could be used to innovate and create new services and even job opportunities’ (SeA participants).

‘New innovation of any form means more demand for labour. That’s where the youth are in demand to put technologies to use’ (FGDs B participants).

‘We own enterprises that are innovative enough through technology; we need fresh knowledge’ (SeB participants).

‘As we adopt innovative tools that are radical, our entities can perform.....tasks that were impossible in the past meaning breakthrough measures’ (SeB participants).

‘Our entities use all disciplinary approaches to align community projects to achieve solutions at reduced costs improve efficiency’ (SeA participants).

‘Our businesses are known to be radical in transformation’ (SeA participants).

‘All that we are hope for is something of “Rumie assistance” the disruptive technology for opportunities’ (FGDs C participants).

‘In many ways through disruptive marketing tools we can shift into newer technologies for marketing benefits’ (SeB participants).

The various quotes as stated above clearly mirrored the feelings of all the participants in terms of seeking some form of opportunities through innovation of any form. Again, these quotes have shown some level of desperations and anxiety in search for opportunities. It can be deduced from the quotes that all the participants are of the views that social entrepreneurial activities is positioned well enough in marginalised communities not only to offer opportunities but to add values to communities’ well-being.

Creative Innovation

Answers to the questions of creative innovation most participants during the SSIs affirm that social entrepreneurship and social enterprises are part of the overall communities in various social settings. Further revelation based on the discussions reiterated that social enterprises are community-based with future visionary objectives. During the SSIs the social entrepreneurs expressed the following sentiments as revealed in the quotes below.

The establishments give social help to communities; very creative and offer values’ (FGDs B participants).



'We need empowerment tools, jobs, and opportunities' (SeA participants).

'Because we are imaginary, we drive and promote communities to transform' (SeB participants).

'All that we are asking is the chance to add values to marginalised societies' (FGDs A participants).

'.....in a way we visualise deeper into the future' (SeB participants).

The quote by specific groups above illustrates that most participants agreed that social enterprises are able to offer some form of opportunities in addition to providing social benefits. This is based on individual sentiments as expressed and connected to the themes and sub-themes. Though some of the sentiments are related to specific sub-themes, in all participants' quotes bear testimonies to the fact that social entrepreneurship and social enterprises offer social opportunities to communities.

Social entrepreneurship

Based on global evidence, social entrepreneurship offers job opportunities and assist communities in marginalised areas. This global assertion based on extant literature is possible through the support of other sub-themes namely community project, cooperation and social enterprise among others. The quotes below serves as illustrations by participants during the FGDs.

'Establishments that are socially rooted; we are for cooperation with communities not for profits' (FGDs C participants).

'We need support and opportunities' (FGDs participants).

'The youth in communities are on the edge eager for opportunities for jobs to serve communities at a token; (FGDs participants).

Participants' remarks above are reflections of how social entrepreneurship in combination of other sub-themes are result-centred based on perspectives. In the event, participants in the FGDs are hopeful that social entrepreneurship offer some form of opportunities using innovative approaches. Other contributory sub-themes include social enterprises, innovation and creativity. It is significant that the benefits of social as expressed by participants may not be achieved provided there is minimal youth participation in social entrepreneurial activities.

Discussion of findings

This paper aims to determine whether social entrepreneurship could provide opportunities. Based on participants' conceptions and insights of social entrepreneurship and social enterprises, several findings emerged that points to the provision of opportunities, value creation, creativity and innovation. Social entrepreneurship as explained by academics is part



of community establishments that focuses on providing values, innovation and provide opportunities for societal values (Mair & Marti, 2006; Austin, Stevenson & Wei-Skillern, 2006; Weerawardena & Mort, 2006). Other experts referred to social entrepreneurial tasks to include non-profit motives such as charitable and welfare community duties and other projects of development (Austen et al, 2006; Boschee, 1998). The pitch of available evidence emphasises the core issues of providing opportunities through social values creation among communities. As such, as part of the broader societal establishment, social entrepreneurial activities and social enterprises embrace the concept of providing socio-economic opportunities that are available to the youth. This finding is consistent with recent work by Karanda and Toledano (2012) that confirms the notion that social enterprises are able to provide some local opportunistic benefits in communities to curtail social ills. Given its socio-economic benefits, it is also significant to be cautionary towards social entrepreneurship to further solve the growing social ills (Martin & Osberg, 2012). Other areas of utmost similarities include innovative approaches of social enterprises in relation to creating value-lined-opportunities (VLOs) as opposed to non-profit motives where the youth strive amid rising unemployment.

Turning to the concepts of social entrepreneurship and social enterprises, most of the youth during the FGDs, the participants mostly the youth expressed their willingness in search of opportunities to alleviate unemployment. This implies that given the chance to pursue social entrepreneurial activities even at a token could stimulate the youth operate own social enterprises to alleviate the hardships of youth unemployment. Moreover, the outcomes based on participants' inferences during SSIs and FGDs resonates with prior empirical evidence that social enterprises create socio-economic values (Datta & Gailey, 2012; Littlewood & Holt, 2015; Visser, 2011).

Besides the outlining issues that were discussed throughout this study some contributions were made to social entrepreneurship and social enterprise intention to create opportunities for societies. However, Watters et al (2012) refuted the claims stating that in spite of their innovative ideas, implementation is always problematic. Yet several scientific evidence emphasise the vital role of social entrepreneurship and social enterprises as contributors to socio-economic activities (Karanda & Toledana, 2012; Visser, 2011; Littlewood & Holt, 2015; Rivera-Santos et al, 2015), social entrepreneurship and social enterprises tend to disregard the impact of societal conditions that hampers its abilities to reach the youth. It emerged that given the favourable legal framework, social entrepreneurship can offer significant assistance to engage the youth through providing diverse socio-economic opportunities.

Conclusion and Recommendations

This interactive study is aimed to ascertain specific theoretical knowledge regarding the concepts of social entrepreneurship and social enterprise to facilitate detailed understanding of the critical social issues of youth unemployment and opportunities. Again, the outcomes of this paper can further enhance shifting perceptions on social enterprises and social entrepreneurship by creating awareness regarding social entrepreneurship and opportunities. While validation

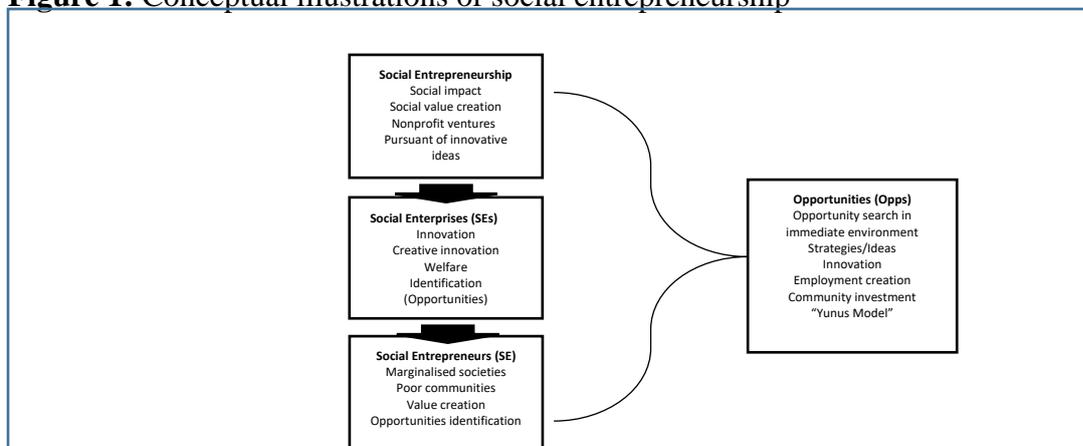
this assertion through statistical means could further unearth qualitative inferences leading to deeper re-evaluation of social entrepreneurship as detailed in the literature, the present study was more designed with specific concern in search of opportunities by engaging the youth and social entrepreneurs for diverse opinions to ascertain the desired and for more perspectives.

Through the qualitative approach the youth openly expressed their desire for job opportunities. This claim was revealed throughout the literature review and during the empirical study drawn from qualitative and interactive approaches. With its roots embedded in entrepreneurship, literature on social entrepreneurship and social enterprise provides exhaustive evidence on creating opportunities, contribute to social and economic well-being for marginalised communities.

Emerging from earlier meaning of social entrepreneurship as entities that not-for-profit motives rather are known as drivers of societal well-being. This study further highlights social entrepreneurship as a three-stage sequential approaches that provides growing opportunities. Figure 1 below depicts a suggested conceptual framework that illustrates (a) *the stage of societal benefits* (series of tasks to provide benefits to society), (b) *the stage of opportunities* (innovation, creative innovation, identification of opportunities, visionary, and social missionary) (c) *the stage of ownership* (poor communities, marginalised societies, and value creation for the poor). In the context of social entrepreneurship, providing job opportunities and making available benefits in the form of knowledge created through innovation and in search for opportunities in a visionary climate is critical to development in emerging countries. In sum, one needs to own the processes even from sub privileged population groups to attain the values and desired benefits once opportunities are created.

The study recommends the application of “nascent” and “Grameen Bank” models of social entrepreneurship. In developing countries opportunities can easily be provided to communities through the adoption of Mohammed Yunus idea of creation opportunities though the context of social entrepreneurship.

Figure 1: Conceptual illustrations of social entrepreneurship



Source: Design for the study

Practical implications



Youth unemployment has been earmarked as one of the fundamental drawbacks throughout the economy of the developing countries. To try and minimise the social impact of unemployment, the three concepts of SEs, SE and Opps (refer to figure 1) above need to be applied in practical context. Engaging in SEs means exposing the youth to innovative and creative ideas that acts as significant stimulants to the youth entrepreneurial mindset. The arguments that SEs forms part of “welfare” mind lacks any form of genuine concessions in a socio-economic condition where jobs are scarce and non-existence in most communities in developing countries. Thus, it is very significant to allow the youth to embark on different small-scale ventures that in the end are likely to initiate the “*youth job-path*” (*YJP*). Social entrepreneurship has shown significant increase in communities due to its ability to create social values and networks, community collective powers and the enhancement of societal images. However, in societies and communities where the bulk of the youth resides, social entrepreneurship imposes serious threats to potential future entrepreneurs to sustain entrepreneurial activities. This implies that the youth are unable to compete to make their “*young ventures*” to succeed. Adopting SEs elements (refer to figure 1) such as innovation, creativity, welfare, opportunity identification is the only practical approach to solving youth unemployment challenges. Without these elements, the youth are left with no clue regarding creating employment opportunities. Adopting the SEs elements leads to job creation and reducing unemployment in communities. The issues of marginalised societies and poor communities can be minimised in communities.



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